

Unit Title: *Social Movements in the Americas*

Essential Question: *Why do societies change?*

Enduring Understanding: *Social movements are motivated by people, events, and resources that unify a group behind a common goal.*

Standards:

SS.HS.HS.02: *Compare and contrast institutions and ideas in history, noting cause and effect relationships.*

SS.HS.HS.03: *Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century*

Nicholas Verbon
CI 513 & CI 519
Class context: IB HoTA

Unit Question:

*What is social change?
How do we define it?*

Lesson 1: Introduction

- **Lesson question:** What is a social movement? How do we define it? What is important to know?
- **Lesson Activities/Goals:**
 1. Bell work, free-write: What is a social movement
 2. Group discussion to provide examples of social movements
 - What makes these examples social movements?
 - To understand a given social movement, what is important to know?
 3. Collectively decide on definition of "social movement": Talk about purpose, methods, and organization
 4. Introduce African-American civil rights movement in Americas
 5. Pre-assessment: Fill-in chart on Montgomery Bus Boycott & Rosa Parks
 6. Watch documentary
 - Talk about why this is considered a social movement, consider our collective definition

Lesson 2: Defining the Montgomery Bus Boycott

- **Lesson question:** What makes the Bus Boycott a social movement? What were the purpose, methods, and organization of the movement?
- **Lesson Activities/Goals:**
 1. Learn about Bus Boycott
 2. Develop time line of Bus Boycott
 3. Determine the purpose, methods, and organization behind the movement.

Lesson 3: Defining the MNU in Brazil

- **Lesson question:** What makes the MNU a social movement? What were the purpose, methods, and organization of the movement?
- **Lesson Activities/Goals:**
 1. Learn about MNU
 2. Develop time line of MNU
 3. Determine the purpose, methods, and organization behind the movement.
 4. Compare MNU to Bus Boycott, discuss why it is a good comparison
 5. Introduce *most similar systems design* to talk about identifying trends

Unit Question:

*Who are the important actors involved?
How did they influence the movement?*

Lesson 4: Actors of the Montgomery Bus Boycott

- **Lesson question:** Who are the individuals and groups involved? What impact did they have on the success of the Bus Boycott?
- **Lesson Activities/Goals:**
 1. Collaborative work: break into teams to investigate individuals/groups
 2. Piece together whole-class jigsaw of actors of the movement

Lesson 5: Actors of the MNU

- **Lesson question:** Who are the individuals and groups involved? What impact did they have on the success of the MNU?
- **Lesson Activities/Goals:**
 1. Collaborative work: break into teams to investigate individuals/groups
 2. Piece together whole-class jigsaw of actors of the movement\
 3. Compare/contrast with Bus Boycott

Unit Question:

What are the preceding factors? What causes or influences social movements?

Lesson 6: Causes of the Montgomery Bus Boycott

- **Lesson question:** Do unique events or people spark social movements? How do resources influence the strength or success of movements?
- **Lesson Activities/Goals:**
 1. Review the timeline of the Bus Boycott: *what events were particularly influential?*
 2. Review the important actors of the Boycott: *were any individuals particularly influential?*
 3. Talk about the influence of resources; introduce the Double-V campaign

Lesson 7: Causes of the MNU

- **Lesson question:** Do unique events or people spark social movements? How do resources influence the strength or success of movements?
- **Lesson Activities/Goals:**
 1. Review the timeline of the MNU: *what events were particularly influential?*
 2. Review the important actors of the MNU: *were any individuals particularly influential?*
 3. Talk about the influence of resources; compare and contrast the resources available to the marginalized groups in the US versus in Brazil

Final Wrap up/Assessment

- **Overview:**
 - Throughout the previous seven lessons, our class will be slowly filling in a graphic organizer to understand the most significant events, people/groups, and resources that contributed to social change.
 - At the end, we will review our work as a class and identify important similarities between the Bus Boycott and the MNU
 - For the final project and assessment, students fill in a similar graphic organizer on a new social movement

Lesson 8: Wrap-up/Assessment

- **Activity:** Review the important components of understanding social movements; tell students that we will use same process to understand other social movements (understanding important events, people, and resources); Make groups for social movements (LGBT in U.S., Zapatistas in Mexico, etc.); start research

Lesson 9: Wrap-up/Assessment

- **Activity:** Continue group research in computer lab; students will be provided with helpful links

Lesson 10: Wrap-up/Assessment

- **Activity:** Gallery walk for group research